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## PROPOSAL TO THE ACADEMIC SENATE

TITLE: Diversity in Community - Issue # I-00-04

SUBMITTED BY: Presidential Task Force on Diversity in Community

APPROVED BY: Executive Committee of the Academic Senate on January 28, 2000

ACTION IS: Consultation

REFERENCE IS: Faculty Handbook, Pg. 48

### DESCRIPTION OF PROPOSAL:

To review two documents for feedback to the Presidential Task Force on Diversity in Community. We should identify the documents' strengths and weaknesses and make recommendations.

The documents are titled:

"Diversity in Community at the University of Dayton"

"Presidential Task Force on Diversity in Community Recommended Strategic Programs"

# **DIVERSITY IN COMMUNITY AT THE UNIVERSITY OF DAYTON**

**Draft**

**February 16, 2000**

This position paper explains what “diversity in community” means at the University of Dayton, why the University is committed to it, the general ways in which UD strives to enhance it, and the “diversity competencies,” i.e., the understanding and abilities needed to function effectively in community.

## **What Diversity in Community Means**

“Diversity in community” recognizes, accepts and nurtures the talents and traditions of all persons within the community. Diversity itself refers to the variety of backgrounds, orientations and experiences of the people within our community. When a community is diverse, there are different points of view and ways of understanding. They arise out of different experiences and cultures, racial, ethnic and religious backgrounds, genders, socioeconomic classes, age, political beliefs, sexual orientation and varying abilities. However, even as the University of Dayton community recognizes that diversity is multi-faceted, it also acknowledges that race, gender, and sexual orientation have proven particularly difficult for it to address. Consequently, these aspects of diversity deserve particular ongoing attention.

## **Why the University of Dayton is Committed to “Diversity in Community”**

It is the call to universality that is inherent to Catholicism that forms the rationale for a commitment to “diversity in community.” All that is true and good within diverse traditions and cultures is welcomed by Catholicism. Furthermore, Catholicism not only enriches those traditions and cultures, but is also enlightened and enhanced by them. In fact, the commitment to “diversity in community” is an explicit value evidenced through the Catholic, Marianist tradition of the University of Dayton. The University is open to other viewpoints and treasures all knowledge, including religious understanding. The sustaining Catholic spirit and ethos of our shared vision welcomes diversity so that the University of Dayton can be an enriched and better informed community of learning and worship.

As a national leader in Catholic higher education, our expressed commitment is to educating distinctive graduates who are prepared for life and work, to superior connected learning and scholarship, to a strong campus community, and to outstanding resource management. Such a commitment includes three points:

- a focus on educating the whole person through a community that challenges and supports;
- a rich collaboration that recognizes the diverse gifts and talents of all members of the community and brings them together for a common educational mission; and,
- a challenge to be a servant-leader who connects scholarship and learning with leadership and service.

Marianist educational traditions emphasize community as "the indispensable element in the formation and education of all persons." The Marianist conception of community is that it does "not exist solely for the purposes of mutual support and self-presentation." Rather it includes the idea that conflict and tension can be healthy and need not be destructive of a robust and healthy community. The Marianist concept of community incorporates the idea of a witness to the word of God and a commitment to service. It includes an appreciation for diversity, "a commitment to the fostering of diversity, and, ultimately, a commitment to the service of humanity."

The University of Dayton strives first to be a community that supports the full human development of its members. It also seeks to create an environment in which its members are free to evaluate the strengths and weaknesses of their own work, the work of others, and the trends in society. UD also strives to be a community that looks beyond itself by rendering public service. In short, the University seeks to be a "good citizen" in a multi-cultural country. One way UD can achieve that status is by being a place where the diverse voices of its culture can be heard and responded to in critical, honest, accepting, and even loving ways. Simultaneously, the University can work in partnership with others to improve our community.

In a broad political and economic sense, diversity refers to the ideal that all persons have equal value, deserve equal respect, and are given equal opportunity to participate fully in the life and direction of society. Equal access to political, economic, social, and cultural power should characterise diversity at UD. The University seeks to be a model of how inclusion, acceptance, and respect for differences can lead to the education of students who can live and work successfully in a pluralistic world. Whether in the world of commerce and industry, education or service, the emerging worldwide informational and educational networks, or the modern technological economy, leadership requires an ability to adapt to and enhance diverse perspectives.

The achievement of this vision requires an institution committed to creating a diverse educational and work community where all students, faculty, staff and administrators are equally welcome, equally valued, equally heard, and have equal participation in the life of the community. UD's leadership in diversity vigorously and reciprocally engages not only the students, faculty, staff and administrators but also the business, social and religious structures of the surrounding city, county, state, national and international communities.

### **Ways the University of Dayton Strives to Enhance Diversity in Community**

Developing an inclusive community requires that the University focus its attention on seven distinct but interrelated dimensions of "diversity in community:" social justice, educational mission, representation, campus climate, diversity competencies, performance, and assessment/evaluation.

***Social Justice.*** Ultimately, a goal of diversity must be social justice. Our Catholic, Marianist approach to higher education is deeply committed to the common good. Members of the University community undertake the intellectual life itself as a form of service in the interest of

justice and peace, and the curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities have both a special concern for the poor and marginalized as well as a responsibility to promote the dignity, rights and responsibilities of all peoples. UD is committed to being a leader in social justice within our own society and in the world.

**Educational Mission.** The University of Dayton's primary mission is to develop "distinctive graduates prepared for life and work." To meet our educational mission, "diversity in community" helps to develop future leaders with the values, commitments, knowledge, and skills that will enable them to work with diverse groups to address critical issues. Through diversity UD can become a community where the complexities of societal issues are confronted and explored directly. Thus, all UD students can benefit from an education that fosters knowledge and competencies for a diverse world. This is a particularly difficult task since neither history nor experience has prepared most individuals to work, live in, or create diverse communities. For example, most Americans have lived, worked and studied in homogeneous communities. This is why it is crucial that the education of future leaders actively develops the values, commitments, skills and abilities needed for an authentically diverse community. If the University of Dayton fails to accept the challenge, it fails to meet its primary mission to educate "distinctive graduates prepared for life and work."

**Representation.** UD seeks to increase the number of students, administrators, faculty and staff from particular groups (i.e., American racial minorities, women, international persons) that have been historically absent or under-represented in the campus community. This representation is essential to meeting our educational mission, for promoting a supportive campus climate and for transforming our society. The skills and competencies for diversity in community must be taught through experiential learning. Such learning will not be possible if the students, staff, faculty and administrators do not represent the society in which students will work.

**Campus Climate.** Campus climate is "the sum total of the daily environment, including the culture, habits, decisions, policies, and practices that make up campus life."<sup>1</sup> To the extent diversity is managed well the University will create a climate in which everyone is respected and nurtured. At a minimum, that means "Every person, regardless of race, color, creed, national origin, gender, sexual orientation, age or disability shall be treated with respect and dignity. No person shall be subject to any sexual, racial, psychological, physical, verbal or other similar harassment or abuse, or be denied equitable consideration for access to employment and the programs, services, and activities of the University."<sup>2</sup>

Campus climate includes the climate for students, staff, faculty, administrators and visitors. Within that context, UD is uniquely placed by its mission, values, dedication to learning and dedication to community to allow us to naturally focus not only on educating students with

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<sup>1</sup>American Council on Education, 1989.

<sup>2</sup>The University of Dayton, Statement on Dignity (1999).

the knowledge and skills necessary to succeed in a diverse world, but also on presenting a model of a diverse community. Such a model recognizes that exemplifying diversity involves a continuum from tolerance to understanding to acceptance to respect, to appreciation and, finally, to celebration of differences. The goal for UD is to have an environment that transcends tolerating or understanding diversity and extends also to appreciating and celebrating. Such an environment requires that we implement not only procedural fairness (treating all people who are the same similarly) but also substantive fairness (treating people who are different according to their needs). Substantive fairness is difficult to achieve since treating a person according to his or her needs increases the risk of unfair treatment. With diversity we must continue to have an environment where both procedural and substantive fairness are cherished for all persons.

To develop a community that understands, appreciates and celebrates difference, diversity must be permanently incorporated into the institutional fabric of the University of Dayton. This may require the perceived value of "fitting in" (which fosters homogeneity and threatens diversity) be de-emphasized. In fact, the fear of not embracing diversity is that UD will be unable to adapt to changing societal conditions. Thus, UD's commitment to diversity requires altering our community so that "diversity in community" is a primary core value. For diversity to be an integral part of the University, we must have not only a shared vision but also shared responsibility. At UD each unit, student organization, student, faculty, staff and administrator is responsible for creating a campus community that respects diversity.

***Diversity in Community Competencies.*** Clearly our students must think critically and quantitatively, speak effectively, write clearly, develop aesthetic appreciation, and integrate feelings and values. *However*, fundamental to developing an authentically diverse community it is essential that students, faculty, staff, and administrators also develop the understanding and abilities needed to learn and work in a diverse community. We call the understanding and abilities "Diversity in Community Competencies." These competencies include the ability to understand the perspectives, responses and assumptions that arise from different societal and cultural contexts. This ability is based on having understanding of the many cultures which have contributed to American and international stories.

As the people of the world increasingly come into contact with one another, differences and similarities become more apparent. If the world of the future is to be more peaceful than the 20th century, we must learn to appreciate cultural differences and to work with people who are different from us. To this end, the University must cultivate in students, faculty and staff diversity competencies which can be organized into four basic areas: (1) Understanding of self and one's own diversity, (2) Understanding and ability to manage oneself in a diverse team or environment (3) Understanding of others' diversity and the ability to critique the impact of diversity on professions and occupations, and (4) the abilities necessary for working, studying and living in a diverse environment and to promote community. Listed below are the four diversity in community competencies and **examples** of what these competencies may mean:

1. **Understanding of Self and One's Own Diversity**

- Knowledge about one's own racial, gender, religious, sexual and cultural heritage and how it personally and professionally affects a person's definitions and biases.
- Knowledge and understanding of how oppression, racism, discrimination, and stereotyping affect one's own personally and school and work environments.
- Ability to present one's own perspectives, assumptions, and judgments

2. **Understanding and Ability to Manage Oneself in a Diverse Team or Environment**

- Knowledge and understanding of one's social impact upon others. Knowledge about communication style differences and how one's own style may clash or facilitate interaction with those who are culturally different, and how to anticipate the impact the style may have on others;
- Ability to pro-actively seek out alternative perspectives and assumptions;
- Ability to identify a range of solutions to conflicts and problems that arise out of differences and to work together to solve them in a way that maintains relationships;
- Ability to persist in seeking the common good, especially when differences make that persistence difficult; and,
- Discipline required for responsible, rigorous analysis, and faithful dedication to a community-based search for truth.

3. **Understanding of Others' Diversity and Ability to Critique the Impact of Diversity on Professions and Occupations**

- Understand, appreciate, and critique the diversity within the United States and the world;
- Understand, appreciate, and critique the specific contributions that different cultures, ethnicities, and genders have had on different occupations, disciplines, and professions.

#### 4. **Abilities Necessary for Working, Studying and Living in a Diverse Environment**

- Ability to communicate and work effectively with persons who are different from oneself (i.e., different race, gender, religion or sexual orientation);
- Ability to recognize behaviors that are insensitive or behaviors that show lack of respect;
- Ability to collaborate in diverse groups to achieve the common good;
- Ability to express the ways we are feeling and to empathize with the feelings of others, especially those who have different perspectives or make different assumptions;
- Ability to engage in effective dialogue, consensus and teamwork with a diverse group of individuals.

Our students and employees must be able to understand and work effectively with individuals from economic, social and cultural backgrounds that may be significantly different from their own. Developing diversity in community competencies is an ongoing process that does not stop by attending one training session or workshop. Improving diversity competencies involves in part experiential learning -- requiring students and employees to meet and work with individuals from diverse backgrounds in a constructive and satisfying way.

**Performance.** Diversity has a very practical aspect: maximizing performance of employees and students. A diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students can learn in such an environment how to become active participants in our democratic society. The University of Dayton will achieve less than maximum performance if our students attempt to market products and provide services to the national and international community without incorporating diversity in product/service creation and distribution. If faculty, staff and students do not understand and embrace the "diversity in community" then the University of Dayton will have failed to address the needs of students who will work in a global economy.

**Assessment and Evaluation.** Developing a community that embraces and respects diversity requires ongoing assessment of institutional and unit progress, climate, and campus community needs. Evaluation of individual performance for admissions, hiring, promotion, retention, and tenure should consider the importance of "diversity in community" competencies. It must be an integral part of curriculum development, goal setting, priority review, and budget justification.



## Conclusion

We realize that the status quo in higher education must change dramatically. Part of the change requires that the University of Dayton do more than simply speak about diversity in community; it must take action. Diversity in community is an integral part of our Marianist heritage and must be clearly demonstrated as an integral part of the experience of our students, staff, faculty and administrators. Thus, UD is committed to developing the campus into a diverse community in the following ways:

- Modeling successful diversity in our mission and in our intellectual and organizational framework;
  - Helping all the members of our community find their own way and their own expressions of self and voice;
  - Transforming the curriculum so that it acknowledges and prepares students for working and living in a diverse world;
  - Transforming the workplace so that staff, faculty and administrators are reinforced for developing the competencies needed for working in an authentically diverse community; and,
  - Transforming the workplace such that our employment patterns provide opportunities for under-represented groups (particularly racial minorities and women) to develop and to become leaders.
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## Sources

- Vision 2005: The Foundation (19-)
- Statement on Dignity at the University of Dayton (1999)
- Statement on the Catholic and Marianist Identity of the University of Dayton (1990)
- Characteristics of Marianist Universities (19-)
- National Council of Catholic Bishops, To Live in Christ Jesus (1976)
- The Drama of Diversity and Democracy: Higher Education and American Commitments, Association of American Colleges and Universities (1995).
- Diversity in Work Teams: Research Paradigms for a Changing Workplace / edited by Susan E. Jackson & Marian N. Ruderman. Washington, DC: American Psychological Association, c1995.

PRESIDENTIAL TASK FORCE ON DIVERSITY IN COMMUNITY  
RECOMMENDED STRATEGIC PROGRAMS

Revised: February 14, 2000

1. The University should adopt a position paper that explains what diversity means, why the University is committed to "Diversity in Community," the general ways in which the University works to enhance diversity in community, and the "diversity in community competencies," i.e., the understanding and abilities promotive of an authentically diverse community. (See the attached proposed document.)
2. Each division (i.e., units administered by Deans and Administrators at the Vice-Presidential level) should develop a plan, updated annually, that identifies diversity climate issues in the division and proposed ways for promoting diversity in community in the division. The plan should be developed in light of the University's Statement on Dignity, its statement on "Diversity in Community," and its Vision statement. It should include measurable goals and a time frame specified in the goals for hiring, promoting, (tenure for faculty) and retaining minority,\* female and international faculty, staff, and administrators. The academic division as a whole and each of the academic units should include in their plans measurable goals and a time frame for enrolling and retaining minority and female students. The President, the Vice Presidents, the Rector, the Director of Campus Ministry, and the Deans will be accountable for the allocation and deployment of resources, the implementation of plans, and progress toward the achievement of goals. The President's Council and the Provost's Council will review these divisional plans twice a year to facilitate learning.
3. The "diversity in community competencies" as described in the University's position paper on "Diversity in Community" should be used in job descriptions and as part of the criteria in hiring and promotion (tenure for faculty) decisions. They should be used to assist in individual employee planning, development, and evaluation.
4. All University of Dayton employees should strive to develop the "diversity in community competencies" described in the University's position paper on "Diversity in Community." The University should provide programs that facilitate the development of the competencies. Contractors with which the University does work should be informed that their employees are expected to demonstrate these competencies.
5. All University of Dayton students should possess upon graduation the "diversity in community competencies" described in the University's position paper on "Diversity in Community." University academic and educational leaders should develop and implement curriculum and/or extra-curricular programs that facilitate the development of the competencies.
6. The role of "Diversity Facilitators" should be created to provide developmental programs for University employees and students, to serve as a resource for improving the diversity in community climate, and to facilitate productive conversation (e.g., through stories) about diversity in community. The office of the Vice-President for Human Resources should coordinate the work of the Facilitators.
7. The University should establish a Diversity in Community Advisory Committee (composed of administrators, faculty, staff, students, and persons from outside the University) to monitor and evaluate the progress and status of diversity plans and efforts. The Advisory Committee should make recommendations to the President and the President's Council. Every two years, the President's Council will review the Committee's work to make recommendations to the President about the Committee's purpose, focus, structure, and use.

\*Minorities include African American, Hispanic/Latino American, Asian American, and Native American. Initially, on a University-wide basis, because of the University's location and nature, special focus in planning and goal-setting for minorities will be given to African-Americans and Hispanic/Latino-Americans. Setting goals for hiring, etc. is work done with assistance of the Compliance and Affirmative Action Officer who oversees the University's EEO efforts. Affirmative Action is a process that can facilitate the achievement of diversity in community but is only one part of the process. Measurable goals are not quotas. A quota requires the assigning of a mandatory proportional share. A measurable goal is a numerical target toward which efforts and resources are directed.